

**Title I, Part A, Section 1003(g)  
School Improvement Grant  
Guidelines  
Priority Schools  
Cohort II, 2016-17 Application**

Authorized by the  
United States Elementary and Secondary  
Education Act (ESEA)



**State of Wisconsin  
Department of Public Instruction**

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This publication is available from:

Title I and School Support Team  
Wisconsin Department of Public Instruction  
125 South Webster Street  
Madison, WI 53703

<http://dpi.wi.gov/statewide-system-of-support/school-improvement-grants-1003g/forms>

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## **I. Overview**

The purpose of 1003(g) School Improvement Grants (SIG) for Priority Schools, authorized by the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6303 (g)), is to provide public school districts with additional funds and resources to assist their Title I Priority Schools.

## **II. Eligibility**

Eligible applicants are LEAs with Title I Priority Schools that received 1003(g) SIG grants in 2015-16. The identification of Priority Schools was required by Wisconsin's approved No Child Left Behind (NCLB) Flexibility Waiver. Priority Schools are the five percent of Title I schools demonstrating the lowest combined performance in reading and mathematics.

## **III. Available Funds**

Each school is eligible for up to \$1.25 million in school improvement funds from July 1, 2016, through June 30, 2017. Applicants should be advised that funding for approved applications is contingent upon available funds from the United States Department of Education and receipt of those funds by the Wisconsin Department of Public Instruction.

## **IV. Use of Funds**

Districts may use these funds to sustain full implementation of their existing reform model. This is the Transformation Model in every eligible school.

- *Transformation Model*
  - Replace the principal, who then has operational flexibility;
  - Use rigorous, transparent, and equitable evaluation systems;
  - Identify and reward effective staff and remove ineffective staff;
  - Provide staff professional development and implement new methods to recruit, place, and retain staff;
  - Use student data to inform and differentiate instruction;
  - Implement an instructional program that is research-based, vertically aligned from one grade to the next, and aligned with state academic standards;
  - Establish schedules and implement strategies that provide increased learning time;
  - Provide ongoing mechanisms for family and community engagement; and
  - Ensure the school receives ongoing, intensive technical assistance and related support from the Local Educational Agency (LEA), the State Educational Agency (SEA), or a designated external lead partner organization.

### **A. Eligible Expenses**

Districts may use funds for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses for school improvement reform efforts that are based on a school needs assessment. The budgeted activities will reflect effective use of resources, support, and technical assistance that help achieve the school goals.

### **B. Ineligible Expenses**

Districts may not purchase non-educational incentives with these funds or support activities that do not relate to school improvement.

### **C. Supplement, not Supplant**

Funds must be used to supplement, not supplant efforts funded by local dollars.

## **V. Application Information**

### **A. Timeline**

June 30, 2016	Grant applications must be received at DPI.
Summer 2016	Award documents sent to districts.
May 31, 2017	All budget modification requests received and approved by DPI.
June 30, 2017	All funds encumbered.
September 30, 2017	Final financial claims due.

### **B. Application**

The application includes a continued and updated Implementation Plan in Indistar or other DPI-approved online tool and completion of form PI-9550-SSIF-PS-Cont. The form PI-9550-SSIF-PS-Cont includes the following sections: assurance and debarment forms; schools to be served; school plan; Area of School Improvement (ASI); budget detail; and budget summary.

Instructions for each section are included in the application. Applicants should also use the reviewer rubric (Appendix B) as a guiding document when writing the application.

Districts shall contact their business manager for assistance with the budget portion of the application. The budget detail and summary sections require districts to specify how the grant expenses are allocated by budget category (i.e., salary, fringe, non-capital objects, etc.). The budget must align with the activities listed in the grant activities and plan as represented in Indistar or other DPI-approved online tool. The budget shall only contain expenses for the 2016-17 grant year.

The 1003(g) School Improvement Grant application is due June 30, 2016. The 1003(g) School Improvement Grant form and guidance may be accessed online at <http://dpi.wi.gov/statewide-system-of-support/school-improvement-grants-1003g/forms>.

### **C. Review Process**

A team of DPI staff will review each grant continuation application (information submitted in Indistar and form PI-9550-SSIF-PS-Cont). The team will use the rubric provided in Appendix B. If any section of the application is found insufficient, DPI will provide feedback, and will allow applicants an opportunity to revise the application.

## **VI. Monitoring Plan**

DPI will continue to monitor grant recipients on a continual basis. Monitoring will include reviewing data, reviewing the school improvement plan in an online tool, such as Indistar, and on-site visits, focused on the ASI.

## **VII. Financial Requirements**

### **A. General Requirements**

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Districts shall adhere to the guidelines set by the Wisconsin

Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI's website at <http://dpi.wi.gov/sfs/finances/wufar/overview>.

Districts shall also follow the guidelines set forth in the Financial Management Handbook for Federal and State Grant Programs. This handbook provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI administered grant programs. The handbook references state and federal codes regulating grant programs administered by DPI. The handbook is available on DPI's website at <http://dpi.wi.gov/sms/fedaids>.

## **B. Budget Revisions**

Requests for budget revisions are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line requires approval by DPI.

**The district shall not expend funds until DPI approves the budget revision.**

To request a budget revision, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to DPI's grants specialist, Michael Dennison, at [michael.dennison@dpi.wi.gov](mailto:michael.dennison@dpi.wi.gov). DPI will notify recipients of the approval or denial in writing.

All budget modification requests must be received and approved by DPI before May 31, 2017.

## **C. Financial Claims**

The DPI recommends recipients submit program fiscal reports (PI-1086) at least quarterly during the grant period. A final program fiscal report is due September 30, 2017. Direct all questions regarding financial claims to DPI's accountant, Ryan Egan, at (608) 266-1723 or [ryan.egan@dpi.wi.gov](mailto:ryan.egan@dpi.wi.gov).

Districts must complete the fourth year's grant activities and encumber expenses by June 30, 2017.

## **Appendix A – Reform Model Requirements**

### **Transformation Model**

#### **Required Activities:**

1. Replace the principal who led the school prior to commencement of the transformation model.
  - a. Principals hired within the last two years as part of a transformation effort are exempt.
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
  - a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
  - b. Are designed and developed with teacher and principal involvement.
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
8. Establish schedules and strategies that provide increased learning time.
9. Provide ongoing mechanisms for family and community engagement.

10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

**Permissible Activities:**

1. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Institute a system for measuring changes in instructional practices resulting from professional development.
3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
4. Conduct periodic reviews of the curriculum to ensure that it is being implemented with fidelity.
5. Implement a schoolwide "response-to-intervention" model.
6. Provide additional supports and professional development to implement effective strategies to support students with disabilities in the least restrictive environment and ensure Limited English Proficient students acquire language skills to master academic content.
7. Use and integrate technology-based supports and interventions as part of the instructional program.
8. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework.
9. Improve student transition from middle to high school through summer transition programs or freshman academies.
10. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, performance-based assessments, and acceleration of basic reading and mathematics skills.
11. Establish early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.
12. Partner with parents, parent organizations, and community-based organizations to create safe school environments that meet students' social, emotional, and health needs.



13. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
14. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
15. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.

Implement a per-pupil school-based budget formula that is weighted based on student needs.